



International Volunteer Resource Pack



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Introduction

Congratulations for opting to volunteer internationally!

Venturing to a new country can be daunting and may put you out of your comfort zone. At that point, brains can sometimes hit a brick wall when it comes to creativity. Whether you've got tonnes of experience with children or have never spent much time with them, your mind may draw a blank when it comes to activity planning and therefore it's good to have something to refer to if you're in need of inspiration.

We have put together this resource pack to help you be as prepared as possible for your overseas experience. You may find yourself in front of a group of children and expected to think of a fun activity on the spot - which has been known to happen in the past - but with your trusty resource pack close at hand all will be well!

The pages that follow include ideas for having fun with children, many of which bypass any language barriers you may face. Regardless of your setting or your volunteer role, there will be something inside this pack which fits just right for you and the little bundles of joy you're going to be working with. If you don't need to use it, awesome! But just in case...

Most of the games are invented or adapted from scrapbooks, booklets and old documents which cannot be referenced. However, some of them come from sources which are credited on the last page.

We hope they will be useful and put lots of smiles on everyone's faces!

Ana & Rebekah

About Play

What is PLAY?

Play is a fun, freely chosen, intrinsically motivated and personally directed process. It is biologically necessary for children to play in order to learn about and adapt to the world around them.

Play is often thought of as children's work.

You should watch out for **play cues** which are signals children give out when they play; these are invitations, to both children and adults to join in with a particular activity. You need to be aware of these play cues and should respond appropriately. **Play returns** are the responses to play cues, which determine whether play will go on or not. Try to return every cue in a playful way, in order to maintain and extend the play.

Risky play & Play-fighting are natural parts of children's play and children often seek out opportunities for engaging in such challenging play.

Children taking a risk when playing is them simply pushing their own boundaries and learning (as well as having fun!).

It might make you feel uncomfortable but that should not stop you from allowing children to engage in risky or rough play, as long as no one is actually getting hurt. It would be good if you could reflect on what it is that triggered your feelings and see if you can work around it.

SEN Play

For children with special educational needs - where a child's ability to learn in the same way as their peers is affected, sensory play can be highly beneficial. You can try water play, using paint & foam, musical instruments or singing and clapping to engage with children with SEN and disabilities. Mirroring the actions of the child is also a great and effective method. Smiling and eye contact are essential!

Loose Parts

The theory of “loose parts” was first proposed by architect Simon Nicholson in the 1970's. It has begun to influence child-play experts and the people who design play spaces for children. Nicholson believed that the 'loose parts' in our environment empower our creativity.

In play, loose parts are materials that can be moved, carried, combined, redesigned, lined up, taken apart and put back together in multiple ways. The materials have no specific set of directions and can be used alone or combined with other materials.

Loose parts can be natural or synthetic. In an outdoor environment we can provide an array of loose parts for use in play such as stones, stumps, sand, gravel, fabric, twigs, wood, pallets, balls, buckets, baskets, crates, boxes, logs, stones, flowers, rope, tyres, balls, shells and seedpods.

Having "loose parts" available in a play space allows children to use these materials as they choose. Often you will find that children would rather play with materials that they can use and adapt as they please, rather than expensive pieces of play equipment. In the saying “Children prefer to play with the box than the present inside”, the box is an example of a loose part, and loose parts have a very high play value for children. Encouraging children to use resources as they choose can provide a wider range of opportunities than one that is purely adult led.

Children playing with loose parts are using more creativity and imagination, developing more skills and competence than they would playing with most modern plastic toys.

Loose Parts should:

- Have no defined use and playworkers must support the children when they decide to change the shape or use of them.
- Be accessible physically and stored where they can be reached by children without having to ask the playworkers. The children should know that they can use them whenever and however they wish.
- Be regularly replenished changed and added to, where possible.



The Play Space

How you organise the play space and what you make it look like has big impact on the children's behaviour and the way they respond to you.

If you want children to be active, the space should support children in physically playing in any way they wish; so offer them opportunities for moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all exercising their fine motor skills through arts & crafts activities.

A quality play space is one that pays attention to and supports the variety of feelings and moods that children bring with them or have during the day. The space should have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions. It should seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness by using different textures, colours, sounds and smells, risky play and identity play (e.g. mirrors). An example of such a playscape can be found on the next page.

If you want to stimulate creativity and imagination, spaces that change or get modified, adapted or deconstructed using a wide range of loose parts (movable resources), props, materials and structures, are the best. Such spaces are called transient (or temporary) play spaces. You can break up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the small space behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

To encourage children to calm down during or at the end of a play session, try: creating hiding spaces (dens, hidey holes) which are confined and offer a sense of safety and enclosure, breathing exercises ('stop, breathe in, hold and then breathe out' x 5) and wind down games.



Affective Play Den

Affective play spaces are spaces which “a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play; b) have particular areas, materials or props that stimulate or encourage the expression, experience or experimentation with a range of emotions; and c) have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.” *Play London*

Affective play spaces are particularly good for younger children, and those with physical or learning disabilities, although all children engage with and enjoy them.

Suggested equipment

- Old CDs: string up to reflect the light
- Collections of natural materials such as fir cones, pebbles, larger stones, shells
- Multi sensory balls
- Torches and glowsticks
- Box of pot pourri or other smelly bits; you could drop essential oils onto pine cones
- Wind chimes or use string and old spoons to create your own
- Tactile fabric, eg velvet, netting, fake fur
- Cushions
- Tin foil, tinsel, bubble wrap
- Tarpaulin as an easy way to cover space
- Blankets and throws
- Pop up tunnel for entrance to the lair!
- Any other multisensory resources

Method:

1. Use a table or climbing frame to provide the basis for the den.
2. Cover it with dark material, to limit the light.
3. If you have one, add a pop up tunnel to create an exciting entrance to a secret cave.
4. Fill with all the multi-sensory resources you can find, or better still let the children do it for themselves.

About Reflection

What is Reflection?

Reflection is a process by which you: stop and think about your practice, consciously analyse your decision making and try to figure out why you might have thought or reacted the way you did.

It also includes drawing on theory and relating it to what you do in practice.

Why is it important?

This analysis and evaluation refocuses your thinking on your existing knowledge and helps generate new knowledge and ideas.

Writing it all down works a treat but if you don't have time, just do it in your head.

Remember to always be reflective when working with children.

For example, you have planned and organised an activity but the kids don't seem interested at all. You should record what the children thought about it and think why it didn't go down so well, what else you could've done and how you could improve it next time.

What to reflect on before you go abroad...

... What are my strengths and weaknesses and how will I use them in my favour?

... What were my favourite games when I was a child? How could I explain them to the kids without using too many words?

... What are my personal triggers when it comes to interacting with children? E.g. feeling uncomfortable about risky play or play fighting, being ignored by children, not wanting to get messy etc.

... Am I aware of the cultural differences and ready to embrace them?

What to reflect on whilst on your volunteering project...

- ... Am I feeling comfortable in my role?
- ... Is there anything that is making me feel weird and if so, what can I do about it?
- ... Are the children responding positively to me?
- ... Am I responding positively to children?
- ... Am I making the most of my time here?

What to reflect on when you come back...

- ... What were my favourite and my least favourite parts of the trip?
- ... What was my biggest challenge?
- ... What are the most important things I've learnt?
- ... How will I apply those in the future?
- ... Is this a path I'd like to go down after university?

Group Games

A few pointers...

- When explaining a game, demonstrate step by step - physically - with other members of your team
- Don't attempt to explain all the rules at once, ensure the children have understood before moving on
- Be animated in your explanations, remember to use your body as much as is possible – you will probably be facing a language barrier
- If you can identify a child who speaks good English, explain the game to them and have them help you to communicate with the group
- Be open to changing the rules (if it's not working as planned or the children desire so)
- Let go, have fun and everyone else will!

 Ice-breakers

 Imaginative games

 Energisers & physical games

 Co-operative games

 Wind down games



Do you want new neighbours?

Age: 4+

Ideal number: 5+

Equipment: -

Amount of time: 15 min

How to play

- Get into a circle and check that everyone knows the name of the 2 players standing next to them.
- Approach a player and ask question 1: 'Do you want new neighbours?' The player can answer 'Yes' or 'No'. If they answer 'No', ask them to name his present 2 neighbours so the group can hear. If they answer fast enough, you move on. If not, they must take your place. If they answer 'Yes', then ask question 2: 'Who do you want?'. They can answer either a) 'Anybody' or b) name 2 other players in the circle. If they say a) then everybody in the circle has to change places and you can try to find an empty space leaving the last player to continue the game and ask the questions. If they say b) then their present neighbours must try to change places before you get into the spare space before them. Again, the last person to get back into the circle is the one who continues the games and asks the questions.
- The game gets better as a name game if a few people say 'anybody' as the circle gets muddled around.



Pass the Ball

Age: 4+

Ideal number: 7+

Equipment: ball, objects

Amount of time: 5 min

How to play

- Get everyone to stand in a circle and introduce themselves.
- You start the game by picking someone from the group, saying their name and throwing a ball (or similar object) at them. They then have to do the same with a different person in the group. The game should carry on until everyone in the circle has a go.
- Halfway through the game, introduce other objects (a shoe, hat, etc.) by following the same process. Might get frantic, but it's fun!

Leg Goals

Age: Any
Ideal number: 5+
Equipment: Large ball
Amount of time: 20+ min

How to play

- Players stand in a circle, feet fairly wide apart and touching the neighbour at either side. A football is thrown into the middle.
- Players bend forward and protect their own 'goal' i.e. gaps between their legs, with their fists whilst trying to hit the ball through someone else's 'goal' anywhere in the circle. This should happen really fast.
- Each player has 3 points to start with.
- Each goal scored deducts a point from the individual and the winner is the person who has lost the fewest points over a set. You can play as many sets as the kids want.

Silly Hellos

Age: 4+
Ideal number: 6+
Equipment: -
Amount of time: 10+ min

How to play

- Players sit in a circle and one player is left out.
- The other players begin chanting 'he/she hasn't got a place, where is he/she going to sit?'
- The player left out then walks around the circle and taps a player on the head.
- The 2 players stand up, shake hands and say 'how do you do?' (1-3 times depending on group size), then run around the circle in opposite directions.
- When they meet on the other side, they shake hands again and say 'very well, thank you!' (1-3 times).
- They then race around to the empty place.
- The one left out begins the game again (running styles can be changed by the leader shouting 'like old me', 'like gorillas' etc.)



Means of Locomotion

Age group: 5+
Ideal number: 10+
Equipment: chairs (or something to sit on)
Amount of time: 10+ min

! This game is best played when a group of children are familiar to each other, as there is a risk of a shy child getting left in the middle.

How to play

- The players sit in a circle, on chairs (or logs, rocks, chalk-marked spaces etc.). The leader is in the middle with no chair for themselves.
- The leader then walks around the circle, imitating some form of transport (car, train, swimming, rowing etc.). As they go around the circle, they must tap people on the head who then follow, also doing the method of locomotion.
- When they have a string of players following, they shout 'all change' and everyone, including the leader, dives for a seat. The person left out must begin the game again.

Age group: 5+
Ideal number: 7+
Equipment: a scarf
Amount of time: 10+ min



Rotla Rotatee

How to play

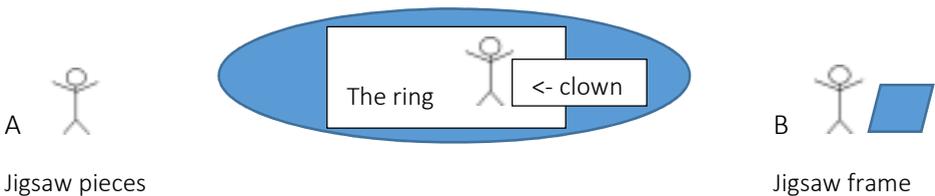
- One player (X) is it.
- They twist the scarf into a rope.
- The rest make a circle and sit down facing inwards and looking down – they're not allowed to look up.
- X walks around the outside of the circle singing; they may hit anyone with the scarf if they look up.
- X drops the scarf behind a chosen player (Z), who must then chase X around the outside of the circle.
- If X reaches the empty place first, Z is it; if not, X repeats the game.

★ Construct-a-Clown

Age group: 5+
Ideal number: 7+
Equipment: water bottle,
2 x blindfolds, paper, pen,
scissors
Amount of time: 20+ min

How to play

- Draw a clown on a piece of paper and cut it up in little bits (to match the number of players) – or use the picture on **page 43**.
- Designate a game area which will be ‘the ring’. If numbers are high, split the children into teams.
- In order to re-construct the jigsaw of the clown’s face, each person must take one piece of the jigsaw and, wearing a blindfold, pass through the ring and place their selected piece in the frame on the opposite side. You can place obstructions in the players’ way to make it more complicated.



- In the middle of the ring there is a blindfolded clown seated on a rock/crate/chair etc. The clown has a bottle of water (or a mud pie or anything that you don't want on your clothes) and cannot leave his seat.
- The whole team has to successfully creep past the clown, only by getting directions from fellow team members without being caught and splattered!
- Team members cross from A to B, negotiate the clown and, removing their blindfold, place their piece of jigsaw on the frame.

Points of Contact

Age group: 4+

Ideal number: 4+

Equipment: -

Amount of time: 15+ min

! The game may involve some lifting, piggybacks etc.

How to play

- Get into teams of equal size and explain that each team currently has twice the number of 'points of contact' with the ground as there are members of the group (e.g. teams of 6 people have 12 points of contact, assuming they are all standing on 2 legs).
- Set different challenges of numbers using points of contact with the floor – e.g. with 8 points of contact, 4 of the group of 6 people (see above) would have to stand on 1 leg, the remaining 2 could remain on 2 legs.
- Make more specific demands – e.g. at least 1 hand and a head; this makes the whole process more complicated and more fun. Using fingers, knees, toes etc. the number of points can be increased enormously.

Shape Challenge

Age group: 4+

Ideal number: 6+ (min 3 per team)

Equipment: furniture may be used

Amount of time: 20+ min

How to play

- Divide into teams of roughly equal size. Challenge each group to form a single geometric shape or letter by joining their bodies together. The shapes are admired one at a time by the other groups. Then ask each group to come up with a shape or object another group to make.
- The first challenge can be simple but try to persuade the groups to set more difficult and imaginative challenges for the next group to complete (e.g. triangle, elephant, tower with a lift, and elephant

riding a bike, a complete house etc.)

- Limit the time for completing the shape according to the time you have for the game and how experienced the group is at teamwork.
- There is no limit to the potential for challenge in this game and the more interesting the shapes, the more fun for the kids!

Age group: 4+

Ideal number: 8+

Equipment: -

Amount of time: 20+ min



Lions, Snakes & Skunks

How to play

- Get into 2 roughly equal teams. Set up the space with 2 'touch lines' and 'end zones' and a 'face off' line half way down the area.
- The teams are asked to get into group huddles inside the end zones, to decide what animal they will be – either a lion, a snake or a skunk (you have to mime to describe the animals or use the pictures on **page 44**); this must be agreed by everybody in the team and be kept a secret from the other team.
- The teams will then face each other in 2 lines. The chosen animal is only to be revealed after you count down from 3 to 1. Then the whole team should impersonate the animal (sound, movement etc.) – lions roaring and grr-ing; snakes hissing; skunks turning around and...well, you know.
- The lion beats the snake; the snake beats the skunk; the skunk beats the lion. Same principle as 'rock, paper, scissors' which you can opt for if everyone knows it.
- The losing team should try to run straight back to their end zone, whilst the winning team should attempt to capture as many of the opposing players as they can by tapping them. If the players running away reach their end zone, they can play the next round without having to join the opposite side and vice versa.
- If both teams show the same sign, it's a draw and the round repeats.

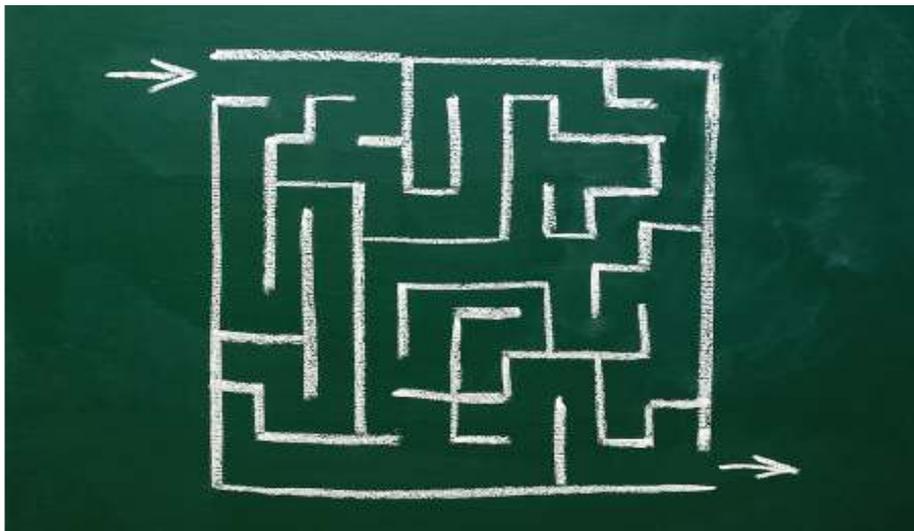
★ Chalk Maze

Age group: 5+
Ideal number: any
Equipment: chalk
Amount of time: 15+ min

! This game works only on concrete surfaces.

How to play

- If you have a lot of kids, you can split them into teams but otherwise, this can be played even with one child.
- When the kids are not looking, draw 1-2 large maze(s) (depending on number of children), difficulty to match ages and abilities. Below there is a suggestion, however, the maze can take any form, size or shape, as long as you mark the start and end points.



- Get the kids to walk inside it and find the end point; turn it into a competition by timing them either by using a stopwatch, a phone or getting everybody to count (which will make it more fun).
- To increase difficulty, get the other children to distract the person who is having a go by shouting things like 'no, not that way'/'go there'/'left, right' etc.

Mush Mush

Age group: 4+
Ideal number: 8-10+
Equipment: something small
and soft (sock, glove etc.)
Amount of time: 15+ min

How to play

- Everyone sits tight in a circle, feet to the centre, knees raised so they form a kind of circular tunnel underneath the knees around the group.
- The next step is to practice passing the sock around quickly through the tunnel. A willing volunteer then stands in the middle of the circle and his job is to spot the object. The group has to manoeuvre it around the person in the middle, then quickly slap them on the bum! (or leg). This is helped as the volunteer in the centre often bends forward and turns slowly. Allow time for the sock to be hidden again. If you are spotted moving the glove you go in the centre.
- If the person in the middle gets hit at any point during the game, they name the next spotter.
- Players should shout 'mush mush' (for reasons which escape us!), bang the floor with their hands and make false passing movement to confuse and divert.

Liar

Age group: 4+
Ideal number: 5+
Equipment: -
Amount of time: 15+ min

How to play

- Explain that this is a game about lying. The group sit or stand in a circle/line and have one person in the middle/at the front to begin an obvious mime (e.g. digging a garden). A second person should come up and ask 'What are you doing?' to which the first person replies with a lie (e.g. 'I'm washing my face').
- The second person now has to mime this new suggestion and the

first person should return to the group. A third person calls from the circle and asks 'What are you doing?'

- The second person gives a new lie (e.g. 'combing out my long hair') and the third person has to try the new mime and make up a new lie (and so on, until everyone has a go).
- Try to encourage and support everyone to have a go at miming or at least to whisper suggestions. You can think of some interesting, surreal or strange suggestions which will get people's imagination going.

Age group: 6/7+

Ideal number: 8-12+

Equipment: -

Amount of time: 10 min



Sitting Circle

How to play

- Get everyone to stand in as perfect a circle as possible, shoulder-to-shoulder. You can tell a tale about Eskimos or polar bears living in the North Pole, trying to sleep without freezing. Get everyone to point with their right hand towards the centre of the circle and to turn so that their pointing hand is still to the centre but their bodies are now facing sideways.
- Now get everyone to move or shuffle towards the centre so they are standing as close as possible to the person beside them. This should mean that the circle is still perfect and everyone is now standing ready for the tricky part.
- Check that everyone is ok with the next move which will end up with everyone sitting on someone's lap and having someone sat on their lap.
- Ask everyone to reach forward and hold onto the hips of the person in front of them.
- Check for any gaps in the circle and help people to shuffle in to fill them
- You can get everyone to practice 2 things to say: one is 'STOP' – anyone saying this has to be obeyed by the whole group to keep it safe. The

other phrase is 'Sit on my knees please!'. Tell people that, as long as they keep their legs together to make a good lap and help the person in front of them to lower themselves onto their laps, they will all be able to sit down in one big circle.

- The word please is key. Tell them not to lower the person in front of them down into their laps until they have said please. When the circle is seated, see if you can hold it steady.
- You should be able to let go of hips and wave hands in the air. If the circle is really stable, you can shuffle forward – right leg, left leg and so on (may result in a wave of bottoms hitting the floor!).

Animal Game

Age group: Any
Ideal number: 2 equal teams
Equipment: Chalk
Amount of time: 30+ min

How to play

- Draw two lines, drawn 8 metres apart.
- Two players (the team leaders) choose two teams, 'A' and 'B' which must on the two lines, facing each other.
- The team leaders quietly give each team member the name of an animal
- The team leader of Team 'A' goes across to the other team and blindfolds the first player (X) in the line.
- The team leader 'A' calls out the name of an animal that belongs to one of 'A' team.
- That player (Y) walks across and flicks 'X's forehead
- 'Y' returns to his/her place.
- The blindfold is removed and 'X' has to guess who flicked his/her forehead
- If 'X' guesses correctly, he/she takes a jump toward the other team and stays there.
- If the guess is incorrect 'Y' jumps instead; The 'B' team then takes a turn.
- The game continues in this manner, with the team leaders working their way down the line. The game ends when the whole team has crossed the opposite line.



What time is it Mr Wolf?

Age group: Any
Ideal number: 8-10
Equipment: None
Amount of time: 10 min

How to play

- One player is chosen to be 'on' and they are 'Mr Wolf'.
- The other players stand around five or six large steps away
- 'Mr Wolf' faces away from the other players.
- The players take a step and say "What time is it Mr Wolf?" to which he calls a time.
- The players then take the number of steps toward 'Mr Wolf' in accordance with the time (5 o'clock = 5 steps).
- Eventually, when the players are quite close to the wolf, the wolf will call "Dinner time!" instead of a time.
- At this point, the players run away and the wolf must chase and catch one of the players.
- When a player is caught, they become 'Mr Wolf'.



Pots

Age group: Any
Ideal number: 5-7
Equipment: Ball and wall
Amount of time: 15 min

How to play

- A group of children take it in turns to try the following manoeuvres. If a child fails one of them, it is the next players turn.
- Throw the ball against the wall and catch it 3 times.
- Throw the ball against the wall and clap before catching it 3 times.
- Throw the ball, clap hands and tap left shoulder before catching it 3 times.
- Throw the ball with right hand and catch it with right hand 3 times.
- Throw the ball with left hand and catch it with left hand 3 times.
- Throw the ball, turn around and catch it.

Dry Keela

Age group: Any
Ideal number: 5+
Equipment: Shoes; chalk
Amount of time: 15 min

How to play

- Draw a circle about a metre in diameter on the ground
- Put all the players' shoes in it.
- One player is 'it' in the circle protecting the shoes.
- The rest stand round the circle and try to take their shoes back. One shoe may be used to get the other.
- If any player is touched by the player in the circle whilst trying to steal shoes, they change places with 'it'.
- If all of the shoes are taken without any player being touched, then the play in the circle must run to an agreed "safe point" such as a wall or tree, and the rest are allowed to throw shoes at him or her until the "safe point" is reached.
- The player is 'it' again until her or she touches another player.

Chi Chaan Chi Chaan

Age group: Any
Ideal number: Two teams of equal numbers
Equipment: Chalk
Amount of time: 30 min

How to play

- Team 'A' goes out and chucks a series of small lines on trees, under stones etc.
- Team 'B' try to find all the marks. They are allowed to ask how many marks are left.
- Team 'B' and 'on' again if they "give up" and have to be told where the marks are.
- Team 'A' are 'on' when Team 'B' find all the marks.

Juti/Juta

Age group: Any
Ideal number: An equal number
Equipment: -
Amount of time: 15 min

How to play

- All the players form pairs.
- All the pairs, except one, stand opposite each other forming two lines
- They sit down and spread their legs, so that their shoes touch their partners, opposite.
- The remaining two players stand at each end of the lines.
- At the same time the players travel down the lines, by jumping into the spaces between the legs.
- The remaining player then does the same.
- If one of them touches a leg, then both players exchange places with the pair that was touched.
- If they complete the jumping without touching any legs, they return, hopping.
- They continue the same way, jumping backwards, then hopping backwards.
- If they complete all these actions, they begin again.

Triangle Tag

Age group: Any
Ideal number: Groups of 4
Equipment: -
Amount of time: 10 min

How to play

- All players divide into groups of four, one is then chosen as 'it'.
- The other three players form a triangle by holding hands.
- 'It' stands outside the triangle, facing one of the players. The player 'it' is looking at is the player they are going to try and catch.
- 'It' can try to get to that player by running around the triangle or underneath the linked hands.
- The other two players have to try to stop 'it' getting to their victim by moving around, but they cannot break hands.
- When the player is caught, they change places with 'it'.



Fishes in the Sea

Age group: 5-10
Ideal number: 8+
Equipment: -
Amount of time: 10 min

How to play

- The players stand in a circle, alternatively called; 'Cod,' 'Haddock,' 'Plaice,' and 'Salmon'.
- One player is chosen to be the 'Fisherman' This person is the caller and stands in the middle of the circle.
- When a fish name is called, all the players in that category move around the outside of the circle in a clockwise direction until they reach their places again.
- They are instructed on how to move with various directions;

High tide – move quickly. Low tide – move slowly. Tide turns- change direction. Fisherman about – crouch down to avoid nets. Sharks – walk backwards. Coral reef – jump.

- The last person back to their place becomes the fisherman.



Tangles

Age group: 10+
Ideal number: 10-25
Equipment: Soft ball
Amount of time: 15 min

How to play

- Choose two people to go outside the room.
- Everyone stands in a circle holding hands.
- Tangle up by climbing over hands or going under arms (still holding hands).
- The two people outside the room then return.
- The two people try to untangle everyone.



Hot Rice

Age group: 8+

Ideal number: 10-20

Equipment: -

Amount of time: 10 min

How to play

- One person is 'on'.
- The others can move around anywhere in the room.
- The player who is 'on' has the ball, and tries to catch other players by throwing the ball and hitting them.
- As players are hit, they also help to catch people.
- Nobody is allowed to move around whilst they have the ball – if several people are 'on', they can pass the ball to each other and then move.
- Uncaught players may defend themselves by knocking the ball away with clenched fists: they can also pick up, catch and throw the ball provided they only do so with their fists.
HOWEVER: If they are holding the ball and are tug by someone who is 'on', then they are caught; likewise, if they try to catch the ball with their fists and drop it, they are automatically 'on'.
- Continue until everyone is caught.

Note: If it is difficult for the first player 'on' to catch others, either allow them to run with the ball, or start each game with two players 'on'.

Other Ideas:

- Relay races
- Treasure hunts
- Create a map of the area and hide things in places which are highlighted on the map (a bit like a treasure hunt but much more fun!)

Arts & Crafts

Make your own play dough

You will need:

- 450g flour
- 50g salt
- 1 tablespoon oil
- Paint/food colouring (optional)

Just mix well and knead!



Yarn Dolls



You will need:

- Lots of yarn (depending on numbers of kids)
- Cardboard pieces

1. Decide how tall you want the doll to be. Cut out a piece of cardboard that is roughly the same height.
2. Loop yarn once around the cardboard lengthwise. Be sure to use a soft yarn, as scratchy yarn won't be as huggable.
3. Tie a knot at the top to secure it. Don't cut the yarn just yet.
4. Keep wrapping the yarn around the cardboard. You'll need at least 100 loops for a good doll. Remember, the more times you wrap it, the thicker your doll will be.
5. On your last loop, tie it to a previous loop to secure it.

6. Slide a piece of string between the loops and the cardboard. Slide it up to the top of the cardboard and tie a tight knot. This will gather all of the strings together in the centre of the cardboard. For a pretty accent bow, you can use a different colour piece of yarn.

7. Slide the strings off of the cardboard. Tie a piece of string in a tight knot around where you'd like the neck of the doll to be. Don't worry if it ends up being too high or too low; you can adjust it later.

8. Pull out a few loops on each side to form the doll's arms. Tie a string tightly around the middle of the looped strings where you'd like the waist to be.

9. Tie the arms at the "wrists" and trim the looped yarn ends. For a different look, braid the arms before tying them off.

10. Cut across the bottom of the body to make a "skirt" of yarn. (You can also leave the ends looped if you prefer the look.) Alternatively, you can make legs by splitting the middle into 2 parts from the waist down and tying them off like you did the arms; don't forget that you can braid these as well.

Plastic Bottle Turtle



You will need:

- Plastic bottle ends
- Scissors
- Card
- Rubber bands
- Pebbles / small objects
- Markers

1. Draw and cut a turtle shape out of card.

2. Cut off the bottom of a plastic bottle and fill it with pebbles.

3. Hold the turtle shape against the bottle end and secure with 2 – 4 rubber bands.

4. Bring your turtle to life by drawing a face, feet and a tail on the card.

Musical Instruments

- **Bottle cap castanets**

You will need:

- Metal bottle caps
- Cardboard
- Markers
- Good glue!



1. You will need 2 bottle caps per castanet.
2. Pull your thumb and index finger away from each other – that’s the length of the cardboard strip you need to cut out (useful for children who have smaller fingers!).
3. Fold the cardboard strip in half and glue a metal cap to each end (see picture); if glue doesn’t hold, try wrapping it with a rubber band – won’t be as effective, but will still work. Decorate your castanet and make some music!

- **Plastic bottle maracas** – just fill a plastic bottle with sand and pebbles.

Make your own Twister



You will need:

- Paint - 4 colours
- A 7” bowl / small plate
- 4x5ft plain cloth
- Paintbrush
- Pencil
- Card

1. Spread out your cloth and mark your circles. Use a bowl approximately 7 inches in diameter (this will create circles pretty close in size to those on the traditional twister board). Mark around the bowl with a pencil.

2. Space a few inches in between each bowl marking and continue the pattern down a straight line on one edge of the board. Continue the same pattern over the entire board (approx. 4 circles wide and 6 circles long). Keep the circles or “dots” as evenly spaced as possible. You can use a ruler or stick to keep things straight and even.

3. Paint the marked circles with your paint. Use one colour down each row of circles.

4. Once the circles on the cloth are all painted in and drying, work on creating your board. Use the same bowl (or smaller if needed according to the size of your board) to mark out a circular shape on a piece of card. In each corner write “right foot”, “left foot”, “right hand”, and “left hand”.

5. Place a dot of each colour in each corner of the board. Repeat using all 4 colours. Let it dry.

6. Use a pencil as a spinner (or, if available, put a needle or nail through a stick and attach it to the card). Find a flat area, explain the rules and ... have fun!

Catch the Comet Game



You will need:

- Paper
- Plastic bottles
- Scissors
- Markers / decorations / glue / ribbon

Make a fun scoop game for budding astronauts!

1. Cut off the bottoms of at least two plastic bottles / milk jugs to make scoops. If possible, decorate the scoops with stars, moons, and planets. Dry.

2. Create the comets by making paper balls.

3. If available, cut strips of coloured ribbon and embed the ribbon ends into the comet by pressing in or tying them around.

4. To play the game, hold scoops with the bottom up. Place your comet in the scoop and toss to a partner who tries to catch it with another scoop. See how well you can catch the comet!

Paper Plate Hats

You will need:

- Paper plates
- Scissors
- Resources for decoration



Hand and Foot Painting



Salt Painting

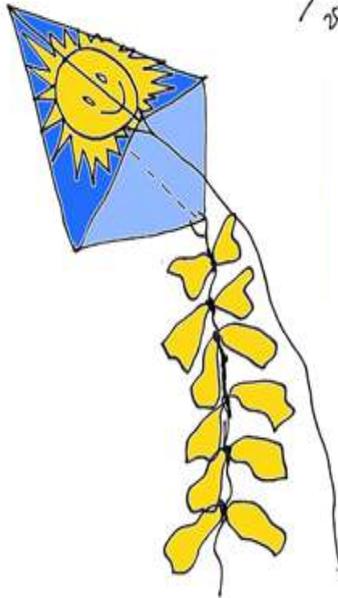
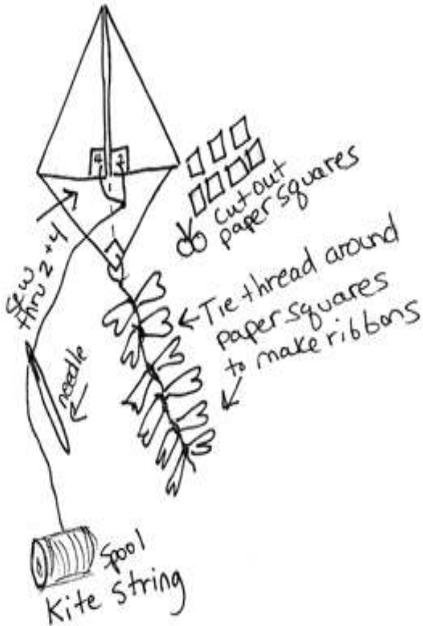
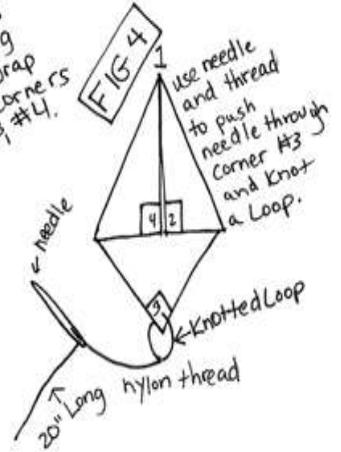
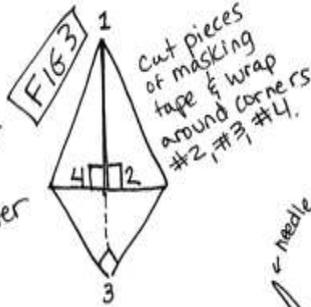
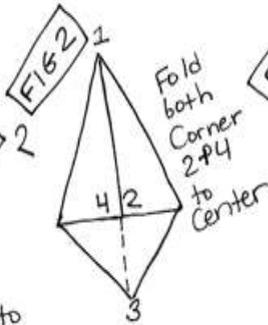
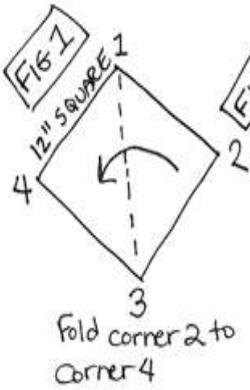
- You will need:
- Paints
 - Salt
 - Glue
 - Paper



Super Easy Kite

You will need:

- Paper
- Resources for decorating
- Thread / string



Papier Mache Balloon Masks



1) Inflate a balloon. Avoid blowing it up too much or else it may pop. The size of the balloon will be the size of your mask. For smaller children, a smaller balloon will be easier to work with.

You will need:

- Paper
- Glue
- Scissors
- Paintbrushes
- String / rubber bands
- Decorations

2) Cover the balloon with papier mache. Dip a piece of paper into the paste and let the paper soak in the paste. You may want to lay down extra newspaper to clean up the mess easily later. Place the first layer vertically, the second horizontally and so forth.

Mould features if you desire (eyebrows, cheekbones, lips etc)



PREP

Gather and create the materials needed for your papier mache. It's fine if you just have newspaper, but it's even better if you have newspaper and a solid paper, like printer paper. Rip into strips and squares.

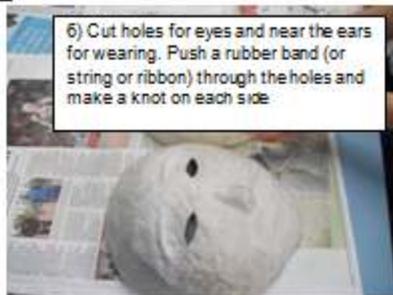
Create paste with 220g flour and 200ml of water (or 2 parts glue and 1 part water)

4) Leave to dry (preferably overnight!)



5) Pop the balloon and cut in half.

6) Cut holes for eyes and near the ears for wearing. Push a rubber band (or string or ribbon) through the holes and make a knot on each side.



7) DECORATE!



Play-kit Shopping List

Must-have-stuff-that might-save-your-life:

- ✓ Balloons
- ✓ Chalk
- ✓ Inflatable / tennis balls
- ✓ Bubbles
- ✓ Whistle
- ✓ Stopwatch
- ✓ 1-2 x Scarf / Blindfold
- ✓ Thread & Needles
- ✓ String / Rope
- ✓ Stickers
- ✓ Finger puppets (for instant fun)
- ✓ Sello-tape / Masking tape (or both)
- ✓ Nursery rhyme book - depending on where you go

What you need for arts & crafts activities:

- ✓ Glue – try and get a good one such as craft glue for sticking; PVA is useful for mixing with paint
- ✓ Paint & paintbrushes - depending on where you go
- ✓ Paper & Card
- ✓ Scissors
- ✓ Yarn
- ✓ Crepe-paper
- ✓ Ribbon
- ✓ Rubber bands
- ✓ Pencils & markers
- ✓ Large cloth
- ✓ Flour, salt & oil – for play dough

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Play with...

mud

grass

palettes

chalk

walls

crates

baskets

straws

string

tyres

logs

ropes

pine cones

straw bales

sand

paper

seed pods

shells

water

mown grass

blankets

flowers

leaves

stumps

rocks

twigs

cushions

stones

play props

gravel

play clothes

wood

fabric

sticks

junk (not just for
junk modelling)

balls

buckets

blocks

boxes

Play scrap

hoops

people

cups

spades